FOUNTAIN OF LIGHT
CHRISTIAN ACADEMY

KINDERGARTEN

LANGUAGE ARTS CURRICULUM GUIDE

School Year 2026-2027

Standards-Based • Developmentally Appropriate • Evidence-Informed Early Literacy

Primary Standards Framework: Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading, Kindergarten — §110.2

1. Curriculum Purpose & Philosophy

This Kindergarten Language Arts curriculum is designed to build strong, joyful, and transferable literacy foundations through an integrated program of oral language, phonological awareness, phonics, decoding and encoding, vocabulary, comprehension, handwriting, writing, and inquiry. Instruction is intentionally cumulative: previously taught skills are reviewed and applied as new skills are introduced.

The curriculum uses the Texas Kindergarten English Language Arts and Reading TEKS as the primary standards framework. The TEKS integrate listening, speaking, reading, writing, and thinking and emphasize the reciprocal relationship between decoding and encoding. The sequence also reflects current evidence-informed foundational literacy practices by providing explicit, systematic instruction and repeated application in connected text.

Curriculum Design Principles

- Explicit and systematic foundational skills instruction, progressing from oral sound awareness to increasingly complex print patterns.
- Daily integration of reading, writing, speaking, listening, vocabulary, and comprehension.
- Early application of phonics through both decoding (reading) and encoding (spelling), rather than isolated letter memorization.
- Frequent interactive read-alouds with rich vocabulary and increasingly sophisticated comprehension talk.
- Developmentally appropriate handwriting, drawing, dictation, and writing opportunities from the beginning of the year.
- Intentional scaffolds for bilingual and multilingual learners, including visuals, realia, gestures, sentence frames, cognates, partner talk, and strategic first-language support.
- Assessment used to guide small-group instruction and targeted reteaching rather than to delay access to grade-level learning.

Primary TEKS Strands

S Strand	Curriculum Emphasis
	Oral Language: listening, speaking, discussion, social communication
	Beginning Reading/Writing: phonological awareness, phonics, spelling, print awaren handwriting
.4	Vocabulary and increasing independence with text
.6	Comprehension and response
.9	Literary elements, genres, author’s purpose and craft
K.11	Writing process and composition genres
	Inquiry and research

2. Recommended Daily Language Arts Block

Suggested daily instructional time: approximately 105-120 minutes, adjusted to the school schedule and student needs. Short, active routines are preferred over long passive lessons.

mponent	Time	Purpose
al Language & Vocabulary	10-15 min	Conversation, academic language, expressive vocabulary, sentenc expansion.
onological Awareness	10-15 min	Oral rhyme, syllables, phoneme blending, segmentation, and manipulation.
plicit Phonics	20-25 min	Sound-spelling relationships, word building, decoding, high-frequency words.
ndwriting & Encoding	10-15 min	Letter formation, spelling, sound mapping, sentence transcription.
eractive Read-Aloud	15-20 min	Vocabulary, knowledge building, comprehension, literary/informational analysis.
iting	15-20 min	Drawing, dictation, sentence composition, writing process, conventions.
codable / Independent Reading	10-15 min	Application of taught code; reading confidence and stamina.

3. Assessment Framework

- Beginning of Year: oral language sample, name writing, print concepts, uppercase/lowercase recognition, initial letter-sound knowledge, rhyme/syllable awareness.
- Weekly Formative Checks: one short phonological awareness task, letter/word reading check, encoding sample, comprehension response, and teacher observation.
- Quarter Benchmarks: cumulative foundational skills + one comprehension task + one writing sample.
- Midyear Benchmark (Week 18): alphabet/sound inventory, CVC decoding/encoding, high-frequency word progress, phoneme blending/segmentation, handwriting, comprehension, and writing.
- End-of-Year Benchmark (Week 36): cumulative TEKS-aligned literacy profile including VC/CVC/CCVC/CVCC reading, spelling patterns, at least 25 research-based high-frequency words, comprehension, writing, and oral communication.
- Progress Monitoring: students needing additional support should receive brief, targeted checks every 1-2 weeks on the specific skill being retaught.

Suggested Performance Language

Level	Descriptor	Instructional Response	Use
Exceeds	Consistently independent; transfers skill to new text.	Extend complexity and application.	Enrichment
Meets	Demonstrates expected skill with appropriate Kindergarten support.	Continue core instruction and cumulative review.	On track
Approaching	Inconsistent or slow application; benefits from prompts.	Small-group practice and additional modeling.	Monitor
Beginning	Skill not yet established.	Explicit reteaching in smaller steps with increased practice.	Intervention

4. Year-at-a-Glance Scope & Sequence

Quarter 1 — Building the Foundations

k	Topic / Focus	Core Weekly Objective	Primary TEKS
	Foundations of Language & Print	Students will participate in classroom conversations, demonstrate basic print awareness, and identify/form M/m and A/a with their common sounds.	K.1A-E; K.2B(i); K.2D(i-ii, iv-v); K.2E; K.6A-B
	Rhyming Words & Beginning Phonics	Students will identify/produce rhymes and match the common sounds of S/s and T/t to their letters while using pictures to support comprehension.	K.2A(i); K.2B(i); K.2D(iv-v); K.2 K.5C; K.3B-C
	Beginning Sounds & Alliteration	Students will recognize alliteration/initial sounds, identify P/p and I/i sounds, and ask or answer questions about a read-aloud.	K.2A(ii); K.2B(i); K.2E; K.5B; K.1 K.1A-C
	Syllables & Word Parts	Students will segment and blend syllables, identify N/n and C/c, and retell important story events with support.	K.2A(iv-vi); K.2B(i-ii); K.2E; K.6 K.7D; K.3C
	Words in Sentences	Students will identify word boundaries in spoken/printed sentences and use taught letter-sound relationships to read simple VC/CVC words.	K.2A(iii); K.2B(i-ii); K.2D(iii); K.2 K.5C; K.10A-B
	Onset-Rime & CVC Blending	Students will blend onset-rime and phonemes to form one-syllable words and decode/spell simple CVC words with taught patterns.	K.2A(vii-viii); K.2B(i-ii); K.2C(i-i K.5D; K.9D
	Phoneme Blending & Story Meaning	Students will blend phonemes, apply B/b and H/h sounds in decoding, and discuss characters/settings using complete oral responses.	K.2A(viii); K.2B(i-ii, iv); K.2E; K.5E; K.7B,D; K.1A,C
	Phoneme Segmentation & Encoding	Students will segment one-syllable words into phonemes and represent those sounds in simple spellings while retelling events in sequence.	K.2A(x); K.2B(i-ii); K.2C(i-ii); K.2 K.6C-D; K.3C
	Quarter 1 Review & Application	Students will demonstrate first-quarter growth in phonological awareness, letter-sound knowledge, early decoding/encoding, comprehension, and emergent writing.	K.1A-E; K.2A(i-viii,x); K.2B(i-ii); K.2C(i-ii); K.2D; K.2E; K.5; K.6

Quarter 2 — Becoming Beginning Readers

k	Topic / Focus	Core Weekly Objective	Primary TEKS
	Short E & Expanding the Code	Students will decode and spell short-e CVC words and identify important details from a text with adult support.	K.2A(viii,x); K.2B(i-ii); K.2C(i-ii) K.2E; K.5G; K.6B
	Short U & Flexible Word Reading	Students will read and spell short-u CVC words and use a simple comprehension repair strategy when meaning breaks down.	K.2A(viii,x); K.2B(i-iii); K.2C(i-ii K.2E; K.5I; K.10D(vii)
	J/V & Building Automaticity	Students will identify J/j and V/v sounds, read mixed short-vowel CVC words, and answer comprehension questions in complete oral responses.	K.1A,C; K.2A(x); K.2B(i-ii); K.2E K.6C,F; K.10B
	Y/X & Word Building	Students will apply Y/y and X/x sound-spelling relationships, create new words by changing letters, and describe a story problem.	K.2A(viii-x); K.2B(i,iii); K.2C(i-ii K.2E; K.7C
	Q/Z & Alphabet Mastery	Students will identify all uppercase/lowercase letters, match common sounds to letters, and apply cumulative phonics in simple reading/writing tasks.	K.2B(i-ii); K.2D(v); K.2E; K.6D; K.10A-B
	Short A & I Word Families	Students will read and spell short-a and short-i word patterns and use predictions to support comprehension.	K.2A(viii,x); K.2B(ii); K.2C(i-ii); K.5C; K.10D(vii-viii)
	Short E, O & U Word Families	Students will decode/encode short-e, short-o, and short-u words and use descriptive language to explain a mental image.	K.2A(viii-x); K.2B(ii-iii); K.2C(i-i K.5D; K.9D; K.10B-C
	High-Frequency Words & Simple Sentences	Students will automatically recognize taught high-frequency words and use them with decodable words to read and compose simple sentences.	K.2B(iv); K.2C(iii); K.4; K.5I; K.10B,D(vii-ix)
	Midyear Review & Benchmark	Students will demonstrate midyear mastery of foundational literacy skills and show readiness for more complex word patterns and connected text.	K.1-K.7; K.10 as appropriate

Quarter 3 — Expanding Word Reading & Comprehension

k	Topic / Focus	Core Weekly Objective	Primary TEKS
	Digraph SH & Character Study	Students will read/spell simple words with sh and describe a main character using relevant details.	K.2B(ii); K.2C(ii); K.6C,F; K.7B; K.10D(iii-iv)
	Digraph CH & Setting	Students will decode/spell simple ch words and describe a story setting using location language.	K.2B(ii); K.2C(ii); K.7D; K.3C; K.10D(v)
	Digraph TH & Sequence of Events	Students will apply th in word reading/spelling and retell major events in sequence while preserving meaning.	K.2B(ii); K.2C(ii); K.6D; K.7C; K.10D(i)
	WH/CK & Problem-Solution	Students will apply taught digraph patterns and describe the problem and resolution of a story with adult support.	K.2B(ii); K.2C(ii); K.5B; K.7C; K.10A-C
	Beginning L-Blends	Students will read/spell simple CCVC words with l-blends and make a supported inference about a character or event.	K.2A(viii,x); K.2B(ii); K.2C(i-ii); K.5F; K.6C
	Beginning R-Blends	Students will decode/encode r-blend CCVC words and discuss a basic text topic/theme using relevant details.	K.2B(ii); K.2C(i-ii); K.7A; K.10D K.6C
	Beginning S-Blends & Connected Text	Students will read simple s-blend words in connected text and use rereading to support accuracy and meaning.	K.2A(viii-x); K.2B(ii-iii); K.2C(i-i K.4; K.5I; K.10B
	Final Blends & CVCC Words	Students will blend, read, and spell simple CVCC words and support a response with a relevant text detail.	K.2A(viii,x); K.2B(ii); K.2C(i); K.6C; K.1A
	Phoneme Manipulation & Word Chaining	Students will manipulate sounds and letters to create new words and explain a new understanding gained from a text.	K.2A(ix-x); K.2B(iii); K.2C(i-ii); K.5H; K.10B-C

Quarter 4 — Applying Literacy Independently

k	Topic / Focus	Core Weekly Objective	Primary TEKS
	Decodable Reading & Early Fluency	Students will apply cumulative phonics knowledge to connected text and read with growing accuracy, confidence, and meaning.	K.2B(ii,iv); K.4; K.5I; K.6B; K.10D(vii-ix)
	Literary vs. Informational Text	Students will distinguish basic literary and informational text characteristics and use titles/graphics to obtain information.	K.8A,D(ii); K.6B; K.3B; K.10B
	Sequence & How-To Texts	Students will identify and communicate steps in sequence and compose a simple procedural response using sequence words.	K.8D(iii); K.3C; K.1B-C; K.10A-E K.11B
	Central Idea & Supporting Evidence	Students will identify the central idea of an informational text and communicate one supporting detail in oral or written form.	K.8D(i); K.5G; K.6C; K.10B-C; K.11B
	Author's Purpose & Persuasive Text	Students will discuss author's purpose and recognize the intended action or idea in a simple persuasive text.	K.8E; K.9A-C; K.6B; K.10A-B
	Poetry, Nursery Rhymes & Rhythm	Students will identify rhyme/rhythm in poetry and respond creatively using oral, pictorial, or written language.	K.2A(i,iv); K.8A-B; K.6B,E; K.10 B
	Personal Narrative Writing	Students will dictate or compose a simple personal narrative using the Kindergarten writing process and basic conventions.	K.10A-E; K.11A; K.2C; K.6E
	Informational Writing & Beginning Research	Students will participate in a guided inquiry process and create a simple informational product demonstrating what they learned.	K.11B; K.12A-E; K.3A-B; K.10A-
	Year-End Literacy Portfolio & Celebration	Students will demonstrate end-of-year Kindergarten literacy growth across oral language, foundational skills, comprehension, writing, and inquiry.	K.1-K.12 (cumulative, as developmentally appropriate)

5. Detailed Weekly Curriculum Map

Each week below identifies the instructional emphasis across the major Kindergarten Language Arts components. Teachers should continue cumulative review of previously taught skills while providing additional small-group instruction according to student data.

WEEK 1 | Foundations of Language & Print Quarter 1

Phonological Awareness	Listen for words in spoken language; distinguish environmental and speech sounds; clap names and short phrases.
Phonics / Word Recognition	Introduce M/m and A/a; connect letter names to common sounds; begin multisensory letter formation.
Reading & Comprehension	Book orientation, front/back cover, title page, left-to-right directionality; make personal connections during interactive read-aloud.
Writing / Grammar	Name writing baseline; draw to communicate an idea; introduce pencil grip and top-to-bottom/left-to-right habits.
Vocabulary & Oral Language	School routines, greetings, classroom objects, action words; practice complete multi-word oral responses.
Weekly Objective	Students will participate in classroom conversations, demonstrate basic print awareness, and identify/form M/m and A/a with their common sounds.
TEKS Standards	K.1A-E; K.2B(i); K.2D(i-ii, iv-v); K.2E; K.6A-B
Suggested Assessment	Beginning-of-year observation: oral language checklist, print-concepts check, name-writing sample, M/A letter-sound check.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 2 | Rhyming Words & Beginning Phonics Quarter 1

Phonological Awareness	Identify and produce rhyming words in songs, poems, and picture sorts.
Phonics / Word Recognition	S/s and T/t; review M/m, A/a; begin oral blending with known sounds.
Reading & Comprehension	Recognize words versus letters in print; predict from illustrations; discuss what a story may be about.
Writing / Grammar	Form S/s and T/t; label a drawing with an initial sound when appropriate.
Vocabulary & Oral Language	Rhyme, same/different, first, next; descriptive words from read-alouds.
Weekly Objective	Students will identify/produce rhymes and match the common sounds of S/s and T/t to their letters while using pictures to support comprehension.
TEKS Standards	K.2A(i); K.2B(i); K.2D(iv-v); K.2E; K.5C; K.3B-C
Suggested Assessment	Rhyme picture sort; 4-letter identification/sound check; teacher conference on prediction.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 3 | Beginning Sounds & Alliteration Quarter 1

Phonological Awareness	Recognize groups of words that begin with the same initial sound; isolate beginning sounds orally.
Phonics / Word Recognition	P/p and I/i; review previously taught graphemes; blend simple oral sound sequences.
Reading & Comprehension	Ask and answer questions before, during, and after a read-aloud; identify the main character.
Writing / Grammar	Form P/p and I/i; use beginning sounds to label familiar pictures.
Vocabulary & Oral Language	Character, question, answer, beginning sound; action words connected to the weekly text.
Weekly Objective	Students will recognize alliteration/initial sounds, identify P/p and I/i sounds, and ask or answer questions about a read-aloud.
TEKS Standards	K.2A(ii); K.2B(i); K.2E; K.5B; K.7B; K.1A-C
Suggested Assessment	Initial-sound picture sort; quick letter formation sample; oral comprehension questions.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 4 | Syllables & Word Parts Quarter 1

Phonological Awareness	Identify, blend, and segment syllables in one- to three-syllable words using claps, taps, and counters.
Phonics / Word Recognition	N/n and C/c (hard /k/); review short a and short i; begin VC/CVC blending with known sounds.
Reading & Comprehension	Retell key events from a familiar story using pictures; describe the setting.
Writing / Grammar	Form N/n and C/c; write labels using beginning and ending sounds when heard.
Vocabulary & Oral Language	Syllable, word part, setting, before/after; location words.
Weekly Objective	Students will segment and blend syllables, identify N/n and C/c, and retell important story events with support.
TEKS Standards	K.2A(iv-vi); K.2B(i-ii); K.2E; K.6D; K.7D; K.3C
Suggested Assessment	Syllable segmentation check; decode 3-5 taught VC/CVC words; oral retell rubric.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 5 | Words in Sentences Quarter 1

Phonological Awareness	Identify individual words in spoken sentences; count words with counters or finger taps.
Phonics / Word Recognition	O/o and D/d; blend/decode simple VC and CVC words using taught sound-spelling relationships.
Reading & Comprehension	Recognize spaces between words; make and confirm simple predictions during shared reading.
Writing / Grammar	Form O/o and D/d; draw and attempt a simple sentence using known words/sounds.
Vocabulary & Oral Language	Sentence, word, space, predict, confirm; sequence vocabulary in oral language.
Weekly Objective	Students will identify word boundaries in spoken/printed sentences and use taught letter-sound relationships to read simple VC/CVC words.
TEKS Standards	K.2A(iii); K.2B(i-ii); K.2D(iii); K.2E; K.5C; K.10A-B
Suggested Assessment	Sentence word-count task; 5-word decoding check; writing sample for spacing awareness.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 6 | Onset-Rime & CVC Blending Quarter 1

Phonological Awareness	Blend spoken onsets and rimes to form simple words; orally blend 2-3 phonemes.
Phonics / Word Recognition	G/g and F/f; continue short-vowel VC/CVC decoding and word building.
Reading & Comprehension	Create mental images from descriptive read-aloud language; connect illustrations to text meaning.
Writing / Grammar	Form G/g and F/f; build/write CVC words with tiles before pencil-and-paper spelling.
Vocabulary & Oral Language	Onset, rime, imagine/visualize; texture and describing words.
Weekly Objective	Students will blend onset-rime and phonemes to form one-syllable words and decode/spell simple CVC words with taught patterns.
TEKS Standards	K.2A(vii-viii); K.2B(i-ii); K.2C(i-ii); K.5D; K.9D
Suggested Assessment	Oral blending probe; word-building task; teacher observation during visualization response.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 7 | Phoneme Blending & Story Meaning Quarter 1

Phonological Awareness	Blend 2-4 spoken phonemes into one-syllable words without print, then connect to print.
Phonics / Word Recognition	B/b and H/h; cumulative CVC practice; introduce a small set of high-frequency words through sound mapping.
Reading & Comprehension	Make text-to-self connections and identify the main character and setting.
Writing / Grammar	Form B/b and H/h; label or write a short phrase using known sound-spelling patterns.
Vocabulary & Oral Language	Connection, character, setting; feelings and action words.
Weekly Objective	Students will blend phonemes, apply B/b and H/h sounds in decoding, and discuss characters/settings using complete oral responses.
TEKS Standards	K.2A(viii); K.2B(i-ii, iv); K.2E; K.5E; K.7B,D; K.1A,C
Suggested Assessment	5-item phoneme blending check; CVC decoding; oral character/setting response.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 8 | Phoneme Segmentation & Encoding Quarter 1

Phonological Awareness	Segment spoken CVC words into individual phonemes using counters, sound boxes, and tapping.
Phonics / Word Recognition	R/r and L/l; read and spell CVC words with taught consonants and short vowels.
Reading & Comprehension	Retell story events in order; use pictures and text details to support meaning.
Writing / Grammar	Form R/r and L/l; encode simple CVC words; add a label or sentence to a drawing.
Vocabulary & Oral Language	First, next, then, last; event, detail; positional words.
Weekly Objective	Students will segment one-syllable words into phonemes and represent those sounds in simple spellings while retelling events in sequence.
TEKS Standards	K.2A(x); K.2B(i-ii); K.2C(i-ii); K.2E; K.6C-D; K.3C
Suggested Assessment	3-4 word segmentation/encoding probe; sequencing cards; handwriting sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 9 | Quarter 1 Review & Application Quarter 1

Phonological Awareness	Cumulative practice: rhyme, syllables, onset-rime, blending, and segmentation.
Phonics / Word Recognition	Review M, A, S, T, P, I, N, C, O, D, G, F, B, H, R, L; mixed VC/CVC decoding.
Reading & Comprehension	Review predictions, questions, connections, characters, setting, and retell.
Writing / Grammar	Produce a drawing plus labels/attempted sentence; review letter formation and spacing.
Vocabulary & Oral Language	Review academic language introduced in Weeks 1-8; use new vocabulary in oral responses.
Weekly Objective	Students will demonstrate first-quarter growth in phonological awareness, letter-sound knowledge, early decoding/encoding, comprehension, and emergent writing.
TEKS Standards	K.1A-E; K.2A(i-viii,x); K.2B(i-ii); K.2C(i-ii); K.2D; K.2E; K.5; K.6
Suggested Assessment	Quarter benchmark: PA tasks, taught letter/sound inventory, VC/CVC reading, handwriting, retell, and writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 10 | Short E & Expanding the Code Quarter 2

Phonological Awareness	Blend and segment one-syllable words containing short e; compare middle vowel sounds.
Phonics / Word Recognition	E/e and K/k; decode/encode short-e CVC words; cumulative review.
Reading & Comprehension	Identify important details in a read-aloud and explain which details matter most.
Writing / Grammar	Form E/e and K/k; write short-e words and a patterned sentence with support.
Vocabulary & Oral Language	Important, detail, middle, compare; topic-specific words from read-aloud.
Weekly Objective	Students will decode and spell short-e CVC words and identify important details from a text with adult support.
TEKS Standards	K.2A(viii,x); K.2B(i-ii); K.2C(i-ii); K.2E; K.5G; K.6B
Suggested Assessment	Short-e word list; dictated CVC words; important-detail oral response.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 11 | Short U & Flexible Word Reading Quarter 2

Phonological Awareness	Blend and segment words with short u; substitute beginning phonemes orally in simple words.
Phonics / Word Recognition	U/u and W/w; short-u CVC word families; cumulative word chaining.
Reading & Comprehension	Monitor understanding by rereading, checking pictures, and asking for clarification.
Writing / Grammar	Form U/u and W/w; encode short-u words; write a simple sentence with a capital and spacing.
Vocabulary & Oral Language	Understand, reread, check, clarify; action/direction words.
Weekly Objective	Students will read and spell short-u CVC words and use a simple comprehension repair strategy when meaning breaks down.
TEKS Standards	K.2A(viii,x); K.2B(i-iii); K.2C(i-ii); K.2E; K.5I; K.10D(vii)
Suggested Assessment	Word-chain observation; short-u dictation; comprehension self-monitoring conference.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 12 | J/V & Building Automaticity Quarter 2

Phonological Awareness	Segment CVC words and identify initial/final phonemes; practice sound substitution orally.
Phonics / Word Recognition	J/j and V/v; cumulative decoding across all five short vowels with known consonants.
Reading & Comprehension	Answer questions using multi-word responses and evidence from illustrations/read-aloud details.
Writing / Grammar	Form J/j and V/v; write labels and one complete sentence with teacher support.
Vocabulary & Oral Language	Evidence, explain, because; high-utility verbs and adjectives.
Weekly Objective	Students will identify J/j and V/v sounds, read mixed short-vowel CVC words, and answer comprehension questions in complete oral responses.
TEKS Standards	K.1A,C; K.2A(x); K.2B(i-ii); K.2E; K.6C,F; K.10B
Suggested Assessment	Mixed CVC decoding; letter-sound check; oral evidence response; sentence work sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 13 | Y/X & Word Building Quarter 2

Phonological Awareness	Blend, segment, and manipulate initial phonemes in familiar one-syllable words.
Phonics / Word Recognition	Y/y and X/x; recognize /ks/ at word endings; build new words by changing one letter.
Reading & Comprehension	Describe the problem and important events in a read-aloud with adult assistance.
Writing / Grammar	Form Y/y and X/x; use word chains to spell related CVC words.
Vocabulary & Oral Language	Problem, event, change, add/delete; story action words.
Weekly Objective	Students will apply Y/y and X/x sound-spelling relationships, create new words by changing letters, and describe a story problem.
TEKS Standards	K.2A(viii-x); K.2B(i,iii); K.2C(i-ii); K.2E; K.7C
Suggested Assessment	Word-chain task; story problem oral response; handwriting/encoding check.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 14 | Q/Z & Alphabet Mastery Quarter 2

Phonological Awareness	Cumulative phoneme blending and segmentation with mixed short-vowel words.
Phonics / Word Recognition	Q/q (qu) and Z/z; identify all uppercase/lowercase letters and common sounds; cumulative review.
Reading & Comprehension	Retell a familiar text while maintaining meaning and sequence.
Writing / Grammar	Form Q/q and Z/z; alphabet fluency practice; write labels and a simple sentence.
Vocabulary & Oral Language	Alphabetical language, letter/sound, same/different; retell sequence terms.
Weekly Objective	Students will identify all uppercase/lowercase letters, match common sounds to letters, and apply cumulative phonics in simple reading/writing tasks.
TEKS Standards	K.2B(i-ii); K.2D(v); K.2E; K.6D; K.10A-B
Suggested Assessment	Alphabet/letter-sound inventory; mixed CVC reading; retell rubric; sentence sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 15 | Short A & I Word Families Quarter 2

Phonological Awareness	Rapid oral blending/segmentation of short-a and short-i CVC words; compare medial vowels.
Phonics / Word Recognition	Word families and sound-spelling patterns with short a/i; read and spell VC/CVC words.
Reading & Comprehension	Make and confirm predictions using text features and illustrations.
Writing / Grammar	Write short-a/i words and one patterned sentence; reinforce capitalization and ending punctuation.
Vocabulary & Oral Language	Family/pattern, predict/confirm; descriptive words from text.
Weekly Objective	Students will read and spell short-a and short-i word patterns and use predictions to support comprehension.
TEKS Standards	K.2A(viii,x); K.2B(ii); K.2C(i-ii); K.5C; K.10D(vii-viii)
Suggested Assessment	Short a/i decoding and spelling check; prediction response; sentence conventions checklist.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 16 | Short E, O & U Word Families Quarter 2

Phonological Awareness	Blend and segment mixed short-e/o/u CVC words; manipulate initial phonemes.
Phonics / Word Recognition	Read/spell short-e/o/u word families; cumulative mixed-vowel word chains.
Reading & Comprehension	Create mental images and use author word choice to discuss what the reader can imagine.
Writing / Grammar	Write CVC words and a 1-2 sentence response to a picture/read-aloud.
Vocabulary & Oral Language	Visualize, describe, detail; sensory adjectives.
Weekly Objective	Students will decode/encode short-e, short-o, and short-u words and use descriptive language to explain a mental image.
TEKS Standards	K.2A(viii-x); K.2B(ii-iii); K.2C(i-ii); K.5D; K.9D; K.10B-C
Suggested Assessment	Mixed short-vowel word reading/dictation; oral visualization; writing detail check.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 17 | High-Frequency Words & Simple Sentences Quarter 2

Phonological Awareness	Maintain daily phoneme blending/segmentation; map sounds in regular and irregular high-frequency words.
Phonics / Word Recognition	Read a cumulative set of research-based high-frequency words; practice decodable sentence reading.
Reading & Comprehension	Read short connected text and monitor for meaning; reread to improve accuracy.
Writing / Grammar	Compose simple sentences using decodable and high-frequency words; capitalize first word and add ending punctuation.
Vocabulary & Oral Language	Sentence, reread, accurate; everyday academic words used in sentence frames.
Weekly Objective	Students will automatically recognize taught high-frequency words and use them with decodable words to read and compose simple sentences.
TEKS Standards	K.2B(iv); K.2C(iii); K.4; K.5I; K.10B,D(vii-ix)
Suggested Assessment	High-frequency word check; decodable sentence reading; independent sentence sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 18 | Midyear Review & Benchmark Quarter 2

Phonological Awareness	Assess rhyme, syllables, phoneme blending, and phoneme segmentation; reteach as needed.
Phonics / Word Recognition	Cumulative letter-sound, VC/CVC decoding, spelling, handwriting, and high-frequency word review.
Reading & Comprehension	Demonstrate comprehension through retell, questions, characters, setting, and key details.
Writing / Grammar	Produce an independent drawing + sentence response; demonstrate basic conventions with support.
Vocabulary & Oral Language	Use acquired vocabulary expressively in discussion and response.
Weekly Objective	Students will demonstrate midyear mastery of foundational literacy skills and show readiness for more complex word patterns and connected text.
TEKS Standards	K.1-K.7; K.10 as appropriate
Suggested Assessment	Midyear benchmark: PA, alphabet/sounds, CVC reading/spelling, HFW inventory, handwriting, comprehension, writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 19 | Digraph SH & Character Study Quarter 3

Phonological Awareness	Blend/segment words containing /sh/ as one phoneme; compare /s/ and /sh/.
Phonics / Word Recognition	Introduce sh as a two-letter sound-spelling pattern; decode/encode simple sh words in decodable text.
Reading & Comprehension	Identify and describe main character(s), including feelings/actions supported by text or illustrations.
Writing / Grammar	Write sh words and a sentence describing a character; review nouns and adjectives informally.
Vocabulary & Oral Language	Character, trait, feeling, action; descriptive adjectives.
Weekly Objective	Students will read/spell simple words with sh and describe a main character using relevant details.
TEKS Standards	K.2B(ii); K.2C(ii); K.6C,F; K.7B; K.10D(iii-iv)
Suggested Assessment	sh word reading/dictation; character response with one supporting detail.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 20 | Digraph CH & Setting Quarter 3

Phonological Awareness	Blend/segment words with /ch/; identify initial/final /ch/ in spoken words.
Phonics / Word Recognition	Introduce ch; decode/encode CVC/CVCC words as appropriate; cumulative sh/ch contrast.
Reading & Comprehension	Describe setting and explain where/when a story occurs using words and pictures.
Writing / Grammar	Write ch words and one sentence about setting; introduce simple prepositions in context.
Vocabulary & Oral Language	Setting, place, where, near, under, beside; environment words.
Weekly Objective	Students will decode/spell simple ch words and describe a story setting using location language.
TEKS Standards	K.2B(ii); K.2C(ii); K.7D; K.3C; K.10D(v)
Suggested Assessment	ch word check; setting illustration + oral/written description.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 21 | Digraph TH & Sequence of Events Quarter 3

Phonological Awareness	Blend/segment words with voiced/unvoiced th as heard; identify th in familiar words.
Phonics / Word Recognition	Introduce th; read/spell simple words and phrases containing taught digraphs.
Reading & Comprehension	Retell main events in logical order and describe the story problem.
Writing / Grammar	Write a 2-event response using First/Next; reinforce complete sentences.
Vocabulary & Oral Language	First, next, then, last, problem, event; sequence verbs.
Weekly Objective	Students will apply th in word reading/spelling and retell major events in sequence while preserving meaning.
TEKS Standards	K.2B(ii); K.2C(ii); K.6D; K.7C; K.10D(i)
Suggested Assessment	th word reading; event-sequencing cards; two-part oral or written retell.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 22 | WH/CK & Problem-Solution Quarter 3

Phonological Awareness	Blend/segment words with familiar digraphs; identify final /k/ in simple words.
Phonics / Word Recognition	Introduce wh in common words and ck after a short vowel where appropriate; cumulative digraph practice.
Reading & Comprehension	Describe problem and resolution in a read-aloud; ask/answer how the problem was solved.
Writing / Grammar	Write a simple problem/solution response with drawing and 1-2 sentences.
Vocabulary & Oral Language	Problem, solution, resolve, why/how; question words.
Weekly Objective	Students will apply taught digraph patterns and describe the problem and resolution of a story with adult support.
TEKS Standards	K.2B(ii); K.2C(ii); K.5B; K.7C; K.10A-C
Suggested Assessment	Digraph word list; problem-solution organizer; teacher conference.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 23 | Beginning L-Blends Quarter 3

Phonological Awareness	Blend and segment four-phoneme CCVC words orally, stretching each sound.
Phonics / Word Recognition	Introduce common l-blends (bl, cl, fl, gl, pl, sl); decode/encode simple CCVC words.
Reading & Comprehension	Make inferences about character actions using illustrations and text evidence with support.
Writing / Grammar	Spell selected l-blend words and use one in a complete sentence.
Vocabulary & Oral Language	Blend, infer, clue, evidence; action words.
Weekly Objective	Students will read/spell simple CCVC words with l-blends and make a supported inference about a character or event.
TEKS Standards	K.2A(viii,x); K.2B(ii); K.2C(i-ii); K.5F; K.6C
Suggested Assessment	L-blend decoding/encoding; inference sentence frame or oral response.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 24 | Beginning R-Blends Quarter 3

Phonological Awareness	Blend/segment CCVC words with r-blends; compare words differing by one phoneme.
Phonics / Word Recognition	Introduce br, cr, dr, fr, gr, pr, tr; cumulative CCVC reading and spelling.
Reading & Comprehension	Identify topic/basic theme of a read-aloud with adult support and discuss evidence.
Writing / Grammar	Write r-blend words and 1-2 related sentences; review verbs as action words.
Vocabulary & Oral Language	Theme/topic, evidence, action; high-utility verbs.
Weekly Objective	Students will decode/encode r-blend CCVC words and discuss a basic text topic/theme using relevant details.
TEKS Standards	K.2B(ii); K.2C(i-ii); K.7A; K.10D(ii); K.6C
Suggested Assessment	R-blend word check; theme/topic oral response; brief writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 25 | Beginning S-Blends & Connected Text Quarter 3

Phonological Awareness	Blend/segment CCVC words beginning with s-blends; manipulate one phoneme in a word chain.
Phonics / Word Recognition	Introduce common s-blends (sk, sl, sm, sn, sp, st, sw); apply in decodable connected text.
Reading & Comprehension	Read simple connected text with increasing accuracy; stop and reread when meaning breaks down.
Writing / Grammar	Write 1-2 sentences using decodable words and taught high-frequency words.
Vocabulary & Oral Language	Accurate, meaning, reread; vocabulary from decodable text and read-aloud.
Weekly Objective	Students will read simple s-blend words in connected text and use rereading to support accuracy and meaning.
TEKS Standards	K.2A(viii-x); K.2B(ii-iii); K.2C(i-ii); K.4; K.5I; K.10B
Suggested Assessment	S-blend decodable passage; word chain; sentence conventions checklist.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 26 | Final Blends & CVCC Words Quarter 3

Phonological Awareness	Segment four-phoneme CVCC words; distinguish final phonemes and clusters.
Phonics / Word Recognition	Decode/encode simple CVCC words with final blends (e.g., -nd, -nt, -st, -mp) as developmentally appropriate.
Reading & Comprehension	Use text evidence to answer a who/what/where/why question about a short text.
Writing / Grammar	Spell selected CVCC words; compose one evidence-based response sentence with support.
Vocabulary & Oral Language	Final, ending, evidence, detail; question words.
Weekly Objective	Students will blend, read, and spell simple CVCC words and support a response with a relevant text detail.
TEKS Standards	K.2A(viii,x); K.2B(ii); K.2C(i); K.6C; K.1A
Suggested Assessment	CVCC reading/dictation; one evidence response; phoneme segmentation probe.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 27 | Phoneme Manipulation & Word Chaining Quarter 3

Phonological Awareness	Add, delete, or change syllables/phonemes in familiar words orally; segment and reblend after each change.
Phonics / Word Recognition	Create new words by changing, adding, or deleting letters in VC/CVC/CCVC/CVCC patterns.
Reading & Comprehension	Synthesize learning from a text by explaining one new understanding.
Writing / Grammar	Use word chains to support spelling; write 2 related sentences on a familiar topic.
Vocabulary & Oral Language	Change, add, delete, new, understand; transition words.
Weekly Objective	Students will manipulate sounds and letters to create new words and explain a new understanding gained from a text.
TEKS Standards	K.2A(ix-x); K.2B(iii); K.2C(i-ii); K.5H; K.10B-C
Suggested Assessment	Teacher-led word chain; phoneme manipulation check; 2-sentence writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 28 | Decodable Reading & Early Fluency Quarter 4

Phonological Awareness	Daily rapid blending/segmentation warm-ups with cumulative patterns.
Phonics / Word Recognition	Apply cumulative short-vowel, digraph, blend, and high-frequency word knowledge in decodable text.
Reading & Comprehension	Read grade-appropriate/decodable text with increasing independence; self-select and interact with books.
Writing / Grammar	Respond to a decodable text in 1-2 sentences; edit capitalization, spacing, and punctuation with support.
Vocabulary & Oral Language	Fluent, smooth, accurate, expression; text-specific words.
Weekly Objective	Students will apply cumulative phonics knowledge to connected text and read with growing accuracy, confidence, and meaning.
TEKS Standards	K.2B(ii,iv); K.4; K.5I; K.6B; K.10D(vii-ix)
Suggested Assessment	Brief decodable reading conference; HFW check; written response sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 29 | Literary vs. Informational Text Quarter 4

Phonological Awareness	Cumulative PA maintenance through oral word play and quick checks.
Phonics / Word Recognition	Cumulative decoding/spelling in connected text; targeted reteach based on data.
Reading & Comprehension	Recognize key characteristics of literary and informational texts; use title/graphics to gain information.
Writing / Grammar	Create a simple T-chart/drawing response comparing fiction and nonfiction; write one fact.
Vocabulary & Oral Language	Literary/fiction, informational/nonfiction, fact, title, graphic.
Weekly Objective	Students will distinguish basic literary and informational text characteristics and use titles/graphics to obtain information.
TEKS Standards	K.8A,D(ii); K.6B; K.3B; K.10B
Suggested Assessment	Text-sort activity; oral explanation; one-fact writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 30 | Sequence & How-To Texts Quarter 4

Phonological Awareness	Maintain blending/segmenting and phoneme manipulation in short daily routines.
Phonics / Word Recognition	Apply cumulative code in simple procedural/decodable sentences.
Reading & Comprehension	Recognize steps in a sequence in informational text and explain them in order with adult support.
Writing / Grammar	Dictate/compose a simple how-to text using First, Next, Then, Last.
Vocabulary & Oral Language	Sequence, step, directions, first/next/then/last; action verbs.
Weekly Objective	Students will identify and communicate steps in sequence and compose a simple procedural response using sequence words.
TEKS Standards	K.8D(iii); K.3C; K.1B-C; K.10A-B; K.11B
Suggested Assessment	Sequence card task; oral retell of procedure; how-to writing sample.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 31 | Central Idea & Supporting Evidence Quarter 4

Phonological Awareness	Cumulative PA review with emphasis on segmenting words used in writing.
Phonics / Word Recognition	Use known sound-spelling patterns to read/spell topic words and decodable sentences.
Reading & Comprehension	Identify the central idea of informational text and select evidence/details that support it with adult assistance.
Writing / Grammar	Write/dictate the central idea plus one supporting fact; revise by adding a detail.
Vocabulary & Oral Language	Central idea, evidence, fact, topic, detail.
Weekly Objective	Students will identify the central idea of an informational text and communicate one supporting detail in oral or written form.
TEKS Standards	K.8D(i); K.5G; K.6C; K.10B-C; K.11B
Suggested Assessment	Central-idea/detail organizer; oral response; revised informational sentence.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 32 | Author’s Purpose & Persuasive Text Quarter 4

Phonological Awareness	Brief cumulative phoneme work; use word mapping for key persuasive vocabulary.
Phonics / Word Recognition	Cumulative decoding/encoding; emphasize accurate reading of known words in short texts.
Reading & Comprehension	Discuss why an author wrote a text and recognize what a persuasive author wants the reader to think or do.
Writing / Grammar	Create a simple opinion/persuasive message orally, pictorially, or in writing with a reason.
Vocabulary & Oral Language	Author, purpose, persuade, think, do, reason.
Weekly Objective	Students will discuss author’s purpose and recognize the intended action or idea in a simple persuasive text.
TEKS Standards	K.8E; K.9A-C; K.6B; K.10A-B
Suggested Assessment	Author-purpose sort; persuasive response with one reason; teacher observation.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 33 | Poetry, Nursery Rhymes & Rhythm Quarter 4

Phonological Awareness	Identify/produce rhyme; manipulate rhyme families; clap rhythm and syllables in poems.
Phonics / Word Recognition	Read decodable words within poems/chants; review sound-spelling patterns through word play.
Reading & Comprehension	Discuss rhyme and rhythm; recognize characteristics of nursery rhymes/children's literature.
Writing / Grammar	Compose a simple patterned/rhyming line orally or in writing; illustrate meaning.
Vocabulary & Oral Language	Poem, rhyme, rhythm, line, verse; sound words.
Weekly Objective	Students will identify rhyme/rhythm in poetry and respond creatively using oral, pictorial, or written language.
TEKS Standards	K.2A(i,iv); K.8A-B; K.6B,E; K.10A-B
Suggested Assessment	Rhyme/rhythm observation; poetry response; cumulative phonics check.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 34 | Personal Narrative Writing Quarter 4

Phonological Awareness	Use phoneme segmentation during spelling of student-selected words.
Phonics / Word Recognition	Apply cumulative decoding/encoding in authentic writing; reference classroom word resources as needed.
Reading & Comprehension	Study a mentor personal narrative read aloud; identify beginning events and important details.
Writing / Grammar	Plan through discussion/drawing; draft a personal narrative; revise by adding details; edit with adult assistance; share.
Vocabulary & Oral Language	Narrative, experience, beginning, detail, revise, edit.
Weekly Objective	Students will dictate or compose a simple personal narrative using the Kindergarten writing process and basic conventions.
TEKS Standards	K.10A-E; K.11A; K.2C; K.6E
Suggested Assessment	Narrative writing rubric: clear event, sequence/organization, details, conventions, sharing.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 35 | Informational Writing & Beginning Research Quarter 4

Phonological Awareness	Use segmentation and sound mapping during spelling of research/topic words.
Phonics / Word Recognition	Apply cumulative phonics while reading simple sources and composing labels/sentences.
Reading & Comprehension	Generate questions, gather information from teacher-selected sources, and discuss key facts.
Writing / Grammar	Create a simple informational product with drawing/labels/sentences; present findings orally or multimodally.
Vocabulary & Oral Language	Question, source, information, research, fact, present.
Weekly Objective	Students will participate in a guided inquiry process and create a simple informational product demonstrating what they learned.
TEKS Standards	K.11B; K.12A-E; K.3A-B; K.10A-E
Suggested Assessment	Research/inquiry checklist; informational product; short oral presentation.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

WEEK 36 | Year-End Literacy Portfolio & Celebration Quarter 4

Phonological Awareness	Demonstrate cumulative phonological awareness skills; targeted review as needed.
Phonics / Word Recognition	Demonstrate letter-sound knowledge, VC/CVC/CCVC/CVCC decoding and spelling, and high-frequency word recognition.
Reading & Comprehension	Show comprehension through questions, retell, literary elements, informational text features, and independent interaction with text.
Writing / Grammar	Select and share portfolio pieces; complete a final independent writing sample; reflect orally on growth.
Vocabulary & Oral Language	Reflect, improve, goal, proud, learn; review academic language.
Weekly Objective	Students will demonstrate end-of-year Kindergarten literacy growth across oral language, foundational skills, comprehension, writing, and inquiry.
TEKS Standards	K.1-K.12 (cumulative, as developmentally appropriate)
Suggested Assessment	End-of-year benchmark + portfolio: PA, phonics/word reading, HFW, spelling, handwriting, comprehension, writing, oral presentation.

Teacher note: Spiral previously taught phonics, high-frequency words, oral language, handwriting, and comprehension every day. Adjust pacing when mastery data indicates a need for reteaching or extension.

6. Kindergarten TEKS Quick Reference

This guide references the current Kindergarten English Language Arts and Reading standards in 19 TAC §110.2. The summaries below are provided for planning convenience; teachers should consult the official TEKS when full statutory wording is required.

andard	Planning Summary
1 Oral Language	Active listening and questioning; follow/restate oral directions; clear speaking; collaborative discussion; social communication.
2A Phonological Awareness	Rhyming; alliteration/initial sound awareness; words in sentences; syllables; onset-rime; phoneme blending; syllable manipulation; phoneme segmentation.
2B Phonics	Match common letter sounds; decode VC/CVC/CCVC/CVCC; create new words by letter changes; read at least 25 research-based high-frequency words.
2C Spelling	Spell VC/CVC/CCVC words, use sound-spelling patterns, and spell high-frequency words fro a research-based list.
2D-E Print & Handwriting	Book/print concepts, word boundaries, letter vs. word, all uppercase/lowercase letters; accurate formation with appropriate directionality.
3-K.4 Vocabulary / Independent Text	Use resources/illustrations to learn words; use action/direction/position/sequence/category/location words; self-select and interact with tex for increasing periods.
5 Comprehension	Purpose, questions, predictions, mental images, connections, inferences, important details, synthesis, and comprehension monitoring with adult assistance.
6 Response	Personal connections; oral/pictorial/written response; text evidence; retelling; meaningful interaction with sources; new vocabulary.
7 Literary Elements	Topic/basic theme, main characters, plot events/problem/resolution, and setting.
8 Genres	Children’s literature, rhyme/rhythm, drama, informational text, persuasive text, and multimodal/digital text.
9 Author’s Purpose & Craft	Author’s purpose; structure; print/graphic features; visualization language; experience first- and third-person texts.
10 Writing Process	Plan, draft, revise, edit with adult assistance, and share; conventions include complete sentences, verbs, nouns, adjectives/articles, prepositions, pronouns, capitalization, punctuation, and spelling.
11 Composition Genres	Dictate or compose literary texts including personal narratives and informational texts.
12 Inquiry & Research	Generate questions; follow a research plan; gather information; show understanding; prese findings with adult assistance.

7. Differentiation for Bilingual / Multilingual Learners

- Preview important vocabulary with pictures, real objects, gestures, and demonstrations before reading.
- Use sentence frames that still require meaningful thinking (e.g., “The character feels ___ because ___.”).
- Provide strategic native-language support and cognates when they increase access to meaning.
- Allow partner rehearsal before whole-group speaking and provide multiple opportunities for academic conversation.

- Keep foundational English phonics explicit; do not assume a student who knows a concept in Spanish automatically knows the English sound-spelling pattern.
- Use decodable text that matches the phonics sequence while continuing rich read-alouds above the student's independent reading level.
- Use small groups to reteach the exact missing skill (e.g., phoneme segmentation or short-vowel discrimination) rather than repeating an entire lesson.

8. Teacher Planning Expectations

- Weekly plans should identify the priority objective and TEKS listed in this curriculum map.
- Daily instruction should include both new learning and cumulative review.
- Phonics practice should move from oral sound work → letter/sound mapping → word building → reading → spelling → connected text.
- Interactive read-alouds should include purposeful vocabulary and comprehension discussion, not only listening for enjoyment.
- Writing should occur daily in developmentally appropriate forms: drawing, dictation, labels, word-level encoding, sentences, and short compositions.
- Assessment results should be recorded briefly and used to form flexible groups for reteaching, practice, or extension.
- The weekly sequence is a pacing guide, not a prohibition against slowing down or accelerating when student data justifies an adjustment.

References

Texas Education Agency. 19 TAC Chapter 110, Subchapter A, §110.2: English Language Arts and Reading, Kindergarten, Adopted 2017 (implemented beginning 2019-2020 and subsequent school years).

Texas Education Agency. Bluebonnet Learning K-5 English Language Arts and Reading: K-3 Foundational Skills guidance on explicit, systematic, research-based literacy instruction.

END OF CURRICULUM GUIDE